

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Joseph Neubert

Official School Name: Lincoln Elementary School

School Mailing Address: 712 Lincoln Avenue
Ridgefield Park, NJ 07660-1416

County: Bergen State School Code Number: 070

Telephone: (201) 994-1830 E-mail: jneubert@rpps.net

Fax: (201) 641-2203 Web URL: www.rpps.net/lincoln/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Christopher Onorato Superintendent e-mail: conorato@rpps.net

District Name: Ridgefield Park Public Schools District Phone: _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Barbara Merritt-Butler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
(per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 13008

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	5	2	7		6	22	24	46
K	26	27	53		7	0	0	0
1	20	30	50		8	0	0	0
2	21	33	54		9	0	0	0
3	24	27	51		10	0	0	0
4	25	18	43		11	0	0	0
5	32	25	57		12	0	0	0
Total in Applying School:								361

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
11 % Asian
8 % Black or African American
47 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
32 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 11%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	17
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2009	361
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 5%
 Total number of limited English proficient students in the school: 20
 Number of languages represented, not including English: 15
 Specify languages:

Korean, Spanish, Arabic, Malagasy, Mandarin, Swahili, Tagalog, Russian, Urdu, Albanian, Turkish, Polish, Croatian, Tamil, Portuguese

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 153

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>18</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>3</u>
Paraprofessionals	<u>18</u>	<u>1</u>
Support staff	<u>6</u>	<u>18</u>
Total number	<u>52</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	98%	99%	97%	97%	97%
Teacher turnover rate	5%	9%	5%	5%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

A typical day at Lincoln School begins with each and every student being greeted outside of the school building by a member of the faculty. Smiles are abundant and pleasantries are exchanged as the students eagerly look forward to their school day. As the last child enters the building, it is apparent that a tremendous transition has taken place. A meticulously, well-kept brick building, surrounded by single and two family homes, many of which are over 100 years old, has blossomed with life. Each morning, the building becomes a caring, nurturing, and understanding educational community.

“The mission of Lincoln School is to provide an interactive learning environment which encourages our students to develop understanding, skills, and confidence by engaging them in a variety of activities that promote responsibility, respect, ethical values, critical thinking, and a lifelong commitment to learning.” Our school days are enriched because our students are engaged in their education, our passionate staff is committed to excellence, and the Lincoln School community is devoted to the success and well-being of its children.

Located minutes from the George Washington Bridge along the Hackensack River and intersected by two major highways, Interstate Routes 95 and 80, the Village of Ridgefield Park has long been the “first stop” for many families as they migrated from New York City to the surrounding suburbs. Ridgefield Park was first settled in 1685 and incorporated in 1892. In 1894, the Village of Ridgefield Park held its first Fourth of July Parade. Today, 116 years later, Ridgefield Park takes pride in having the oldest, continuously running, Fourth of July Parade in the country. Lincoln School annually participates in the 4th of July celebration by entering a school float with a special theme.

Today, Ridgefield Park is a culturally rich and economically diverse community. We have members of our student body whose ancestry can be traced back to the original settlers of our Village, as well as first generation immigrant families. Approximately half of our students are bilingual with more than fifteen different languages spoken in their homes. Our diversity is further reflected in the forty one percent of our students who receive free or reduced lunch and the approximately six percent participating in our English as a Second Language program. This year, Ridgefield Park was selected by Bloomberg Businessweek magazine as the “Best Place to Raise Kids in New Jersey” citing the strength of its village schools as one of the major factors for this distinction.

A unique characteristic of Lincoln School is our commitment to students with learning disabilities. Our programs include a Preschool Handicapped class, two classes for students with autism, and two Multiple Disabilities classes. The majority of our students with special needs are mainstreamed into regular education classes and activities. Emphasis is placed on their involvement in many extracurricular activities including our Ecology Club, intramural sports, and Winter and Spring Concerts. Our “Peer Modeling Program” has been recognized by the New Jersey Department of Education as one of the state’s “Best Practices”. This activity matches students with autism to their peers from our regular education classes. The acceptance of our students with special needs is truly remarkable and fosters a lifelong understanding and compassion for others.

Our comprehensive Guidance and Character Education programs are exemplary. Classroom lessons and individual or group counseling assist our children as they develop academically, socially, and emotionally. A new program initiated by our school counselor, during lunch time, is our Boys and Girls Clubs. Weekly, a group of students is invited to a luncheon with our school counselor to discuss the importance of academics, study skills, self-respect, and personal responsibility. The prevention of bullying is also a major focus of student guidance services. Following the “Steps to Respect” bullying prevention program developed by the Committee for Children, our counseling staff has outlined interventions and strategies to help students feel safe and supported in Lincoln School.

The appreciation and advancement of the fine arts is also an area of focus for Lincoln School. Several of our students have won local and state awards for their projects including first place in the 2010 Elks “Not Now – Not Ever” poster contest. A favorite Lincoln School tradition is the Holiday Sing-a-Long where parents and staff are invited to carol with the students. A highlight of the arts program is our participation in the District Grades K -12 Annual Arts Festival, where every student’s artwork, music, or creative talent is on display for the community.

The character of our school community is exemplified in the many charitable events in which our students and staff participate. Our annual Mitten Tree, Homes For Our Troops, St. Jude’s Math-a-Thon, Bear Hugs for the Holidays, and UNICEF offer support to those in need. We also collected supplies for our troops and Pennies for Haiti to provide medical services for the devastated earthquake victims. At Lincoln School, students are encouraged to be sensitive to local and global issues.

1. Assessment Results:

Assessment results at Lincoln School show that we have substantially surpassed both State and District Factor Grouping (DFG) averages over the past five years in both Language Arts Literacy and Mathematics. The DFG, which was developed by the New Jersey Department of Education, uses seven indicators to rank schools for assessment comparisons based on socio-economic factors. Using these comparisons, Lincoln School truly shines. The New Jersey Assessment of Skills and Knowledge (NJ ASK) results show that in 2008-2009 and 2009-2010 the number of our Lincoln School students scoring Proficient or Advanced Proficient in Grades 3, 4, 5, and 6, for Mathematics and Language Arts, was 17 percentage points greater than the DFG averages for schools in the same subgroup.

The NJ ASK classifies assessment results based on three performance level descriptors: Partially Proficient, Proficient, and Advanced Proficient. Students who score in the Partially Proficient range (under the scale score of 200) fall below the state's minimum grade level expectations. Students classified as Proficient have met the NJ ASK grade level expectations by earning scale scores between 200 and 249. Proficient students in Language Arts Literacy and Mathematics possess the grade level skills needed to be capable readers, writers, and mathematicians. The Advanced Proficient students have exceeded grade level expectations and have scale scores of 250 or greater. These students have demonstrated exemplary academic skills.

From the 2005-2006 through 2007-2008 school year Lincoln School's NJ ASK scores in both Mathematics and Language Arts Literacy were outstanding. In these years, 100% proficiency was achieved in Language Arts or Mathematics in ten grade level results. In May 2008, the NJ Department of Education revised the NJ ASK Language Arts and Mathematics Assessments for Grades 5 and 6. In May 2009, the NJ ASK Language Arts and Mathematics Assessments were also revised for Grades 3 and 4. In addition to being more challenging assessments, the proficiency ratings for all four grade level assessments were raised significantly. These 2009 changes caused a minor dip in the Grades 5 and 6 Language Arts scores compared to the 2007-2008 school year. Results from the Grades 3 and 4 NJ ASK showed a similar decline in 2008-2009. These slight decreases mirrored statewide results. During both these years though, Lincoln School stayed well above the State and DFG averages.

The data from the May 2010 administration of the NJ ASK indicated that there were no significant achievement gaps between subgroups and the test scores of all students in Mathematics. The range of scores for all subgroups was 95 to 100 percentage points with an aggregate school score of 97 percent.

Data from the May 2010 administration of the NJ ASK in Language Arts Literacy indicated that four of the five subgroups showed no significant achievement gaps between subgroups and the test scores of all students. The one deviation was in the subgroup score, African American Students. In this subgroup of eighteen students, eleven students scored Proficient or better with two students earning scores of Advanced Proficient. To close this achievement gap, multiple interventions for those students who did not score Proficient are being provided. These interventions include before and after school tutoring, small group instruction, and placement in our twelve week after school NJ ASK preparation program. In addition, our school counselor and teachers are working closely with the parents/guardians of the students to monitor academic progress, provide appropriate academic accommodations, and to implement effective and productive learning strategies.

Throughout the last five years, the Ridgefield Park community has been proud of Lincoln School's outstanding achievements. During this time, we have always exceeded the Adequate Yearly Progress (AYP) as established by the State.

More information on NJ State assessments can be found on the website
<http://www.nj.gov/education/assessment/>

2. Using Assessment Results:

Our NJ ASK scores are used in numerous ways. The results assist us in determining class assignments in the coming year. They are also an invaluable resource for helping us to identify a wide array of student learning abilities. Students who excel and score Advanced Proficient may be offered gifted and talented instruction. Those who score Proficient or Partially Proficient could be candidates for Basic Skills Instruction. If a student continues to struggle after services have been provided or minimal improvement has been made, our Intervention and Referral Services (I&RS) team will meet to determine why the student is struggling and design a plan of action to ensure academic success.

NJ ASK test scores are among multiple measures used to determine testing group sizes and corresponding examiners for the next test administration. We have found that students usually perform better when they are placed in smaller testing groups and are less anxious when proctored by teachers with whom they are more familiar.

Teachers use NJ ASK results to guide instruction and for professional growth within the classroom. Results are analyzed by each grade level team to determine areas of strength and weakness. Then teachers focus on appropriately adjusting curriculum and instruction to address areas of concern. Test results are shared among teachers in order for student profiles to be developed and implemented, when necessary.

NJ ASK scores are not the only assessments used to guide teacher professional development, curriculum and instruction. Ongoing assessment takes place beginning with the prescreening of prospective kindergartners and new students entering the district. Second graders receive a staff-developed, end-of-year comprehensive Language Arts and Mathematics evaluation. *Learnia*, a web-based assessment tool aligned to the NJ Core Curriculum Content Standards (NJCCCS), is used to assess third through sixth graders. These assessments and teacher referrals help us to identify students for placement in our after-school NJ ASK preparation classes. The program begins in February and runs for approximately twelve weeks leading up to the standardized testing in May. Every Spring, the ACCESS for ELLs is administered to all limited English proficient learners to assess language growth and future needs.

Much of what we do educationally is driven by data collected through our various standardized assessments in conjunction with teacher feedback. This data also greatly influences the course of our professional development and curriculum revision. Effective use of assessment data ensures that every student has an equal opportunity to perform to his or her complete academic potential.

3. Communicating Assessment Results:

One of the keys to success is efficient communication amongst all parents, school personnel, students, and the community. Meetings are arranged with parents of students who have difficulty performing at grade level to develop a plan of action. All teachers are made aware of standardized test results as soon as they become available. School counselors receive individual student reports and mail them home as required by state guidelines. Aggregate test results are reported to parents at PTA meetings and via the weekly school newsletter. Our Principal and Superintendent proudly report the results in many venues throughout the district and community. The school's data is also shared by the Central Office Administration at Board of Education meetings and on a monthly Village of Ridgefield Park television show that features the Mayor and the District's Superintendent.

Since our school is publicly funded, it is equally important to communicate our assessment results to all members of the community, including those who do not have children in school. This is accomplished through the posting of assessment results on the school district website and via a monthly local television program that features a regular segment called "Chalk Talk" during which the Superintendent gives a monthly update on the state of our schools. The Lincoln School website is linked to both the Village of

Ridgefield Park and the Ridgefield Park Public Library sites. The goal is to make the website as easily accessible as possible, not just for standardized test scores, but for all information regarding the schools.

ACCESS for ELLs test results are shared with parents as soon as they become available. The use of bar graphs allows parents to easily understand the results in a visual context. Conferences between parents and teachers are held to discuss the test results and help with placement for English language learning. This provides us with another means of maintaining open lines of communication.

4. Sharing Lessons Learned:

Our faculty collects reliable academic data and then reflects upon it honestly and cooperatively to assess strengths and weaknesses in order to enhance teaching strategies. Our teachers use this data to shape their professional development and growth, improve the educational process for their students, and enhance the overall academic climate in the building. Our teachers communicate what they have learned and implement changes to benefit our students. Change becomes systemic via this process.

Through cooperation and shared learning, the foundation of our Professional Learning Community is formed within Lincoln School and our district. Our teachers have embraced the idea that collaboration can result in success. This learning experience is done through faculty meetings, formal and informal building meetings, district-wide grade level meetings, and forum postings on the Internet. Many of our teachers have expanded their horizons by contributing to educational blogs, both subject specific and general, which enables them to benefit from the knowledge of others and make contributions to the educational community at large. Many of our faculty members also share successful strategies through professional networks such as the Bergen County Consortium for Teachers of the Gifted (BCCTG), Teachers of English to Students of Other Languages (TESOL), the National Association of Special Education Teachers (NASSET), the Association for Supervision and Curriculum Development (ASCD), and the American Counseling Association (ACA).

Our school district highly encourages and makes arrangements for teachers to turn-key new knowledge that they have acquired at graduate school, workshops, conferences, and seminars to the rest of the staff. In this way, cutting edge ideas and teaching techniques learned from these sources are shared with colleagues. Our teachers have become so comfortable with the idea and advantages of sharing information, they are currently working cooperatively with Little Ferry, a neighboring school district, on the revision of curricula in an effort to realign them to the new NJCCCS. This partnership has added a whole new level of shared learning to our school. We hope this relationship continues to grow for the benefit of both districts.

1. Curriculum:

Our staff is dedicated to developing each child socially, emotionally, physically, and cognitively with research based strategies and lessons, using differentiated instruction. We see each child as an intricate, unique individual. We work hard to improve children's challenges, support their strengths, and care for their needs. Our goal is to engage each student with intriguing lessons, interactive group discussions, and hands-on projects that will lead to a lifetime of learning.

Language Arts: In an effort to develop strong literacy skills, our emergent readers and writers listen to an array of rhymes, fairy tales, and stories to begin their journey toward becoming accomplished readers. These learners are introduced to the concepts of print and structural analysis, drawing, and discussing their thoughts. Early on, a strong emphasis is placed on phonics, reading for meaning and fluency. Multiple reading techniques, such as main idea, cause and effect, inference, details and summarization are fine tuned in the intermediate grades. The mechanics of writing are taught and stressed throughout all grades, culminating in expressive poetry and multiple paragraph essays. By the end of sixth grade, students use diagnostic reading skills to evaluate, interpret, and draw conclusions. We value a balanced literacy program and work hard to make our students avid readers and writers.

Mathematics: We create a challenging environment that stimulates interest, creates excitement, and develops a clear understanding of the importance of math in the students' daily lives. Our primary grade students begin to count, recognize, and write numbers as well as do simple addition and subtraction. Soon, they begin to skip count, compare numbers, regroup, and develop an understanding of geometric shapes, place value, measurement, fractions, money, and time. In grades three through six students develop advanced understanding of these concepts, in addition to learning multiplication and division facts, along with rounding and estimating. They further explore concepts of geometry, ratios, area, comparing and ordering fractions, integers, and decimals, and the use of calculators. Through the development of these concepts, all levels of Bloom's Taxonomy are addressed, and students' critical thinking skills are further nurtured.

Science: From atoms to zoology, science has become an essential component to Lincoln School's curriculum. Starting in kindergarten, our three major content themes are life, earth, and physical sciences. Through hands-on experiments, students learn about metamorphosis by observing caterpillars as they turn into butterflies. Children study the life cycle of chickens by nurturing eggs and watching them hatch. Environmental awareness is enhanced through our earth sciences curriculum and our Ecology Club. Weather, environmental changes, ecosystems, and the layers of the earth are examined. Guest speakers and scientific investigations, including the building of barometers, erupting model volcanoes, terrariums, and planetariums, are used to engage students. They also graph, organize, and interpret data, in addition to learning about microscopic organisms, electricity, heat, and light, all while using the scientific method. The year culminates with our annual Science Fair, in which younger students learn from their older peers.

Social Studies: Our social studies curriculum allows students to gain the necessary knowledge and skills to become informed, responsible citizens that will contribute to the well-being of our world, nation, state, and community. Starting in kindergarten, children begin learning about families, neighborhoods, and holidays. In subsequent years, they learn about civic responsibility, laws, democracy, famous Americans, historical events, geography, and their home state of New Jersey. Students then focus on Earth's geography and natural resources as well as America's colonization, independence, and the Civil War. With an understanding that we are in the digital age, teachers utilize interactive media tools and tie in current events to the past. Assemblies and guest speakers enhance the social studies curriculum.

Technology: Our technology curriculum encompasses a broad range of skills. Starting with basic technology vocabulary, moving to keyboarding, and ending with designing and producing a multimedia project, students are exposed to twenty-first century technical skills.

Visual and Performing Arts: This curriculum helps to strengthen interpersonal relationships in all content areas with the use of interdisciplinary themes. Our Music and Movement classes allow students to improve perceptual and physical skills, while our vocal concerts, instrumental instruction, and Annual Arts Festival broaden the musical and spatial intelligences of the students. Cultural and performing arts assemblies are embedded throughout our calendar year.

Health and Physical Education: Health classes focus on safety, growth and development, nutrition, stress management, human reproduction, and diseases and health conditions. Physical education classes promote healthy life habits to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities. Sportsmanship is implemented through programs such as intramurals, Heroes and Cool Kids, and Field Day. Students participate in *Jump Rope for Heart!* to raise funds for the American Heart Association.

World Language: Our younger students are exposed to Spanish through the *Espanol Para Ti* program. Students in grade five and six receive two periods of Spanish instruction weekly in order to understand and articulate essential vocabulary and gain insight into various Spanish cultures.

2. Reading/English:

Our students come to us from a wide array of cultures, countries and educational backgrounds. This necessitates a reading program tailored to meet the individual needs of each student. Teachers assess the prior knowledge and experiences that students possess and then build the program around it, using a variety of resources appropriate to the child's ability level and incorporating the necessary phonics skills. Vocabulary is stressed through all grades and integrated into our school culture with a word of the week that is chosen by our students and defined and reviewed during morning announcements. Accordingly, we recognize the importance of digital media in the twenty-first century and put strong effort into infusing technology into our reading curriculum.

Beginning in kindergarten, students are taught the foundations of reading, including print concepts, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. These new learners start their path on building superior literacy skills through learning centers, books, discussions, and singing. In first grade, our teachers use leveled and take home readers, and *Orton-Gillingham* multi-sensory reading techniques to challenge students. In second grade, more advanced reading comprehension skills such as structuring stories, summarizing, and comparing and contrasting are reinforced and combined with a strong phonics based program.

Third and fourth grade begin focusing on reading chapter books. Fourth graders enjoy reading novels such as Because of Winn-Dixie and The Cricket in Times Square. Empathy awareness and violence prevention are also supported by the reading of Rachel Rude Rowdy, which teaches lessons about character. Upon entering fifth and sixth grade, reading and writing are separated into departmentalized classes. The effectiveness of our reading program is evident in our students' love of reading and strong standardized test scores, emphasized by our nine poetry winners published in Young American Poetry Digest and Young Writers of America. To motivate students and increase test scores, the fifth and sixth grade classes use Macmillan McGraw-Hill's Treasures series. Furthermore, students supplement reading instruction with NJ ASK Coach workbooks and after school enrichment programs.

When students are performing below grade level, immediate action is taken by teachers and the school counselor to find the best solution or intervention. English as a Second Language (ESL), Basic Skills Instruction (BSI), and the Resource Room are services used to help students with difficulties in comprehension and fluency. Lincoln School houses five self-contained special needs classes with staff trained in Preventing Academic Failure (PAF), a phonics based, multi-sensory reading approach. We also have three speech therapists and three occupational therapists to assist children with speech, language, and visual perception impairments to improve functional reading and visual scanning skills.

3. Mathematics:

Our diverse and extensive curriculum incorporates traditional math programs with creative lesson development. With the infusion of a broad range of technological applications, students quickly become engaged participants in a learning environment where excellence in mathematics is the norm. In the primary grades, the use of spiraling curriculum based activities allow all students multiple opportunities to master a variety of topics. Basic counting begins with calendar activities and our “100 Day Celebration” countdown. As the children progress, sorting, basic graphing, one and two step problem solving, and the use of manipulatives, such as geoboards, tangrams and fraction bars, are incorporated into the lessons. In second and third grade, higher level problem solving skills and basic algebraic concepts are introduced.

Through dynamic lesson and unit planning, our intermediate grade teachers continue to build a conceptual foundation of basic mathematics using hands-on projects and activities to create a link from the classroom to the real world. Projects such as the “Art of Architecture”, “What’s the Better Buy?”, “Pi Day” and “Measurement Olympics” introduce and reinforce the concepts of geometry and measurement, number and numerical operations, patterns and algebra, and reasoning and problem solving skills.

An innovative collaboration between our social studies, science, language arts, technology and math programs enables our sixth grade students to participate in the “See the USA in a Chevrolet®” project. Students apply and reinforce math concepts such as distance, time, mileage, cost, and basic algebra skills as they plan and take part in a hypothetical cross-country road trip. A creative aspect of this project is the use of pen pals, from other parts of the country, to generate excitement among the students.

Teachers are acutely aware of the importance of differentiating instruction to meet the needs of individual learners. Extra support is offered throughout the school day to all students performing below grade level, as well as before and after school. Students in grades three through six, identified as needing extra support, are enrolled in a twelve week after school course. In our special needs classes, strategies are selected based on a student’s aptitude and ability. Modifications include activities that allow kinesthetic learners to become engaged in the lessons. Written and verbal instructions are also provided in order to assist visual and auditory learners. Technology is used to introduce and reinforce math concepts. Our classes include small group and individualized instruction as well as the use of collaborative projects and peer tutoring.

4. Additional Curriculum Area:

Our mission is “to provide an interactive learning environment which encourages our students to develop understanding, skills and confidence...” The use of technology helps us to reach our goals by transforming learning, fostering critical thinking, and enabling student innovation and creativity. The cultural diversity of our students, as well as their varied learning needs, challenge us to use many different digital tools. We integrate a wide array of hardware and software into our lessons, in meaningful ways, in order to engage our students.

In addition to having computers in every classroom, we also have a state of the art technology room which houses 32 student workstations and 28 laptops. Our highly qualified technology instructor teaches the features and functions of computers, and uses *Ultra Key* to help familiarize students with keyboarding skills. Along with his classroom assignments, he writes programs for our district, and also serves as an adjunct professor of technology at Ramapo College. Throughout our school, Internet etiquette is reinforced on a daily basis. Furthermore, several teachers on our staff have earned Master’s degrees in Educational Technology and use their knowledge to help further our children’s education and promote a lifelong commitment to learning.

Through the use of technology, such as *Cornerstone*, *Learning Express*, *Learnia* and *FOLIO*, teachers and administrators have the ability to access comprehensive data identifying students’ strengths and challenges. These diagnostic programs enhance and reinforce the language arts, math, and science

curricula. In the classroom, teachers use SMART Boards and Proxima projectors when presenting innovative lessons. *United Streaming*, *Power Point*, *Kidspiration* and *WebQuests* are also used to help promote creativity and critical thinking.

In our district, we are able to connect home and school learning through *Edline*, which is an online resource for parents to obtain information about the individual classroom programs, homework, and school and district events. Additionally, our weekly *Backpack News* and our student published newspaper, the *Lincoln Lion*, keep parents and students informed of current activities and events. We were also extremely excited to use video conferencing to watch Dr. Greg Olsen, a graduate of the Ridgefield Park Schools, as he soared into space as a "private" astronaut on a Russian space mission. Dr. Olsen answered questions that were asked by our high school students, and we were able to witness this amazing event as it occurred.

5. Instructional Methods:

In order to meet the academic needs of our diverse student population, which includes the preschool disabled, primary and intermediate multiple disabilities, autistic, and resource and mainstreamed programs, the staff at Lincoln School uses a wide variety of instructional methods. Teachers have been trained in differentiated instruction which occurs in each classroom. Its foundation is based on a very proactive approach to identifying individual student learning styles and current ability levels. This is accomplished through guidance and teacher assessments, Individualized Education Program (IEP) reviews, and I&RS meetings which include parents and/or guardians. Teachers use an open-ended dialogue and collaborate with the Child Study Team, nurse, school counselor, principal, and support staff to meet the needs of all students.

When interventions are necessary, the school counselor leads brainstorming sessions with staff members and parents to identify various strategies to help students who are experiencing difficulties in class. With an appropriate plan in place, accommodations may include assistance before and after school, extended time on tests, tutoring from high school honor students and peers, and various counseling groups. Visual, auditory, and kinesthetic methods are used to enhance different learning styles and meet the various multiple intelligences of our students. Lincoln School teachers are adept at using many instructional strategies, which include online research, discovery learning, class discussions, cooperative learning, peer tutoring, lectures, videos, and technology based activities. Physical therapy, occupational therapy, and ESL support services are individualized to address the diverse needs of our students.

In our primary classes, the use of learning centers, leveled activities, workload modifications, as well as individualized and small group instruction are differentiated methods that occur within the classroom. For students requiring additional resources, Basic Skills Instruction is offered to supplement classroom instruction in a small group environment. All our primary students are involved in the "push-in" gifted and talented program. Students in grades three through six are selected for our "pull-out" program based on academic performance, Renzulli scale ratings, and teacher recommendations. These programs enhance higher level thinking and problem solving skills via Bloom's Taxonomy, hands on experiments, puzzles, analogies, literature, contests, and projects. With a keen understanding that planning, instruction, assessment, classroom environment, and student attributes influence each other, our teachers come prepared each day to challenge and support our students effectively.

6. Professional Development:

Our professional development program is committed to increasing the focus of adult learning opportunities, improving student academic achievement, and providing an effective, on-going learning environment to better meet the needs of our students. Each school year begins with two days devoted to staff development, along with several half days throughout the year. We have developed Professional Learning Communities that meet monthly for curriculum revision to align our proficiencies to the NJCCCS, along with grade level meetings for collaborative team planning.

Lincoln School's teachers have attended numerous workshops which provide strategies to integrate technology effectively within the classroom. Our district has provided an Intranet website which allows teachers and support staff to evaluate in-district and out-of-district workshops, monitor continuing education hours, find links to NJCCCS, complete surveys pertaining to future workshops, and locate relevant educational information. Teachers have received SMART Board training and have been able to implement a variety of advanced technological activities to enhance classroom learning. Our intermediate grade teachers have all received training in various web-based assessment systems such as *Learnia* and *FOLIO*. These diagnostic tools are designed to support educators and students' learning while aligned to the NJCCCS. In addition, they have helped to improve our overall scores on the NJ ASK test.

Recently, staff members participated in numerous character education programs such as the NJ Child Assault Prevention program and bullying and cyber-bullying workshops. Lincoln School's unique special needs population and programs drive us to provide our teachers and support staff with various workshops designed to target specific needs. Applied Behavior Analysis training was provided by a grant from the Foundation for Autism Training and Education (FATE) through Project Pipeline. Many of our educators are trained in the *Orton-Gillingham* approach to literacy. Many teachers have received certification or advanced degrees in special education in order to better meet the needs of our entire population.

The rich cultural diversity at Lincoln School makes it important for our faculty to participate in outside organizations for professional development. All teachers have the opportunity to participate in numerous out-of-district workshops especially through the Northern Valley Consortium. Our novice teachers are assigned experienced mentors who participate in instructional workshops to lend support to their colleagues. Our Gifted and Talented teacher attends monthly BCCTG meetings, where teachers share curriculum and learn new strategies that support student learning. Our ESL teacher attends bimonthly TESOL meetings to find new avenues for second language learners to utilize in acquiring language. Student achievement on the ACCESS test has been outstanding for the past five years.

7. School Leadership:

The dynamic leadership of Lincoln School begins with a Board of Education and Central Office Administration that is unparalleled in its commitment to the success of the children in the Ridgefield Park School System. United in the belief that excellence in education is the norm, the school leadership inspires teachers and support staff to produce a learning environment that allows students of all ability levels to reach their greatest potential.

Lincoln School houses a team of dedicated, knowledgeable, and understanding Central Office administrators who are regularly seen walking the halls, visiting classrooms, interacting with children and staff, and attending extracurricular activities. Two former principals, Mr. Thomas Kraljic and Mr. James Donohue, provide an outstanding resource for the Lincoln School educational community in their current district positions as Assistant Superintendent of Schools and High School Principal.

For the students at Lincoln School, each morning begins with a personal greeting as they enter the building, from their new principal, Mr. Joseph Neubert. Inside the building, Mr. Neubert, following in the footsteps of Mr. Kraljic and Mr. Donohue, is an extremely hands-on and visible administrator. Morning rounds allow Mr. Neubert to visit each classroom and interact with the staff and students in a positive manner. Regularly scheduled faculty meetings, common grade level professional periods, and grade level meetings enable our teachers to collaborate often on curriculum development, participate in professional development opportunities, and share ideas and lessons.

Having a clear understanding of the important role of active communication in the education of our children, Mr. Neubert sustains an open door policy that invites dialogue between all members of the school community. He enthusiastically endorses the numerous organizations and parent groups that support and offer programs for the students and staff at Lincoln School. This includes Ridgefield Park's Drug Abuse Resistance Education (DARE) program, fire prevention activities, Village Library and Recreation Department programs, and the Ridgefield Park Elk's Club. Mr. Neubert's active participation

in the Parent Teacher Association (PTA), Sixth Grade Committee, and other school based organizations also contributes to the academic and social success of the students.

In summary, through a team based philosophy and active communication, partnered with a broad and extensive range of educational experience, the school leaders empower the staff, parents and guardians, and the community of Ridgefield Park to take ownership in Lincoln School, and its enduring commitment to excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Grade 3 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	96	82	94	96	97
Advanced proficient	60	43	38	23	32
Number of students tested	45	49	50	52	37
Percent of total students tested	94	86	89	100	95
Number of students alternatively assessed	2	7	2	0	1
Percent of students alternatively assessed	4	12	4	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	94	73	79	92	95
Advanced proficient	53	36	14	15	42
Number of students tested	17	22	14	13	19
2. African American Students					
Proficient					
Advanced proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	91	76	95	88	93
Advanced proficient	52	36	23	19	33
Number of students tested	23	25	22	26	15
4. Special Education Students					
Proficient				100	
Advanced proficient				40	
Number of students tested				10	
5. English Language Learner Students					
Proficient					
Advanced proficient					
Number of students tested					
6.					
Proficient					
Advanced proficient					
Number of students tested					
NOTES: In 2008-2009, the assessment was revised and made more challenging. The proficiency standard was also raised.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Grade 3 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	84	70	100	100	94
Advanced Proficient	2	8	6	2	0
Number of students tested	45	50	50	51	36
Percent of total students tested	94	88	89	98	92
Number of students alternatively assessed	2	7	2	0	1
Percent of students alternatively assessed	4	12	4	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	72	70	100	100	94
Advanced Proficient	0	0	0	0	0
Number of students tested	18	23	14	13	18
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	83	73	100	100	100
Advanced Proficient	0	15	0	15	0
Number of students tested	24	26	22	26	15
4. Special Education Students					
Proficient				100	
Advanced Proficient				0	
Number of students tested				10	
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES: In 2008-2009, the assessment was revised. It was made more challenging and the proficiency standard was raised.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Grade 4 New Jersey Assessment of Skills and Knowledge4

Edition/Publication Year: 2006-2010

Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	98	92	100	100	100
Advance Proficient	55	57	63	80	83
Number of students tested	51	49	52	35	48
Percent of total students tested	86	94	100	97	92
Number of students alternatively assessed	8	2	0	1	4
Percent of students alternatively assessed	14	4	0	3	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	89	100	100	100
Advance Proficient	50	58	67	80	74
Number of students tested	14	19	15	10	23
2. African American Students					
Proficient					
Advance Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	96	95	100	100	100
Advance Proficient	46	57	64	73	85
Number of students tested	28	21	28	15	20
4. Special Education Students					
Proficient			100		
Advance Proficient			60		
Number of students tested			10		
5. English Language Learner Students					
Proficient					
Advance Proficient					
Number of students tested					
6.					
Proficient					
Advance Proficient					
Number of students tested					
NOTES: In 2008-2009 the assessment was revised and made more challenging. The proficiency standard was also raised.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Grade 4 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	78	86	94	100	100
Advanced Proficient	6	14	15	17	9
Number of students tested	51	49	52	35	47
Percent of total students tested	86	94	100	97	90
Number of students alternatively assessed	8	2	0	2	4
Percent of students alternatively assessed	14	4	0	6	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	75	93	100	96
Advanced Proficient	0	6	0	20	9
Number of students tested	14	16	15	10	23
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	79	81	96	100	100
Advanced Proficient	0	0	4	13	5
Number of students tested	28	21	28	15	20
4. Special Education Students					
Proficient			90		
Advanced Proficient			0		
Number of students tested			10		
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES: In 2008-2009, the assessment was revised and made more challenging. The proficiency standard was also raised.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Gade 5 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	100	98	100	100	98
Advanced Proficient	45	58	29	38	47
Number of students tested	47	53	34	47	51
Percent of total students tested	98	100	94	92	100
Number of students alternatively assessed	1	0	2	3	0
Percent of students alternatively assessed	2	0	6	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	94
Advanced Proficient	54	45	40	47	44
Number of students tested	13	20	15	15	16
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	100	100	100		
Advanced Proficient	35	33	7		
Number of students tested	23	27	14		
4. Special Education Students					
Proficient		100			
Advanced Proficient		50			
Number of students tested		10			
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES: In 2008-2009 the assessment was revised and made more challenging. The proficiency standard was also raised. No data could be located indicating the breakdown of proficiency rate for the different ethnicities for 2006 or 2007.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Grade 5 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	81	90	64	100	96
Advanced proficient	6	17	3	31	8
Number of students tested	47	52	33	48	51
Percent of total students tested	98	98	92	94	100
Number of students alternatively assessed	1	0	2	3	0
Percent of students alternatively assessed	2	0	6	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	77	95		100	88
Advanced proficient	8	20		27	6
Number of students tested	13	20		15	16
2. African American Students					
Proficient					
Advanced proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	74	93	57		
Advanced proficient	4	19	0		
Number of students tested	23	27	14		
4. Special Education Students					
Proficient		70			
Advanced proficient		0			
Number of students tested		10			
5. English Language Learner Students					
Proficient					
Advanced proficient					
Number of students tested					
6.					
Proficient					
Advanced proficient					
Number of students tested					
NOTES: In 2007-2008, the assessment was revised and made more challenging. The proficiency standard was also raised. No data was located indicating the breakdown of scores by ethnicity for 2006 or 2007.					

11NJ8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Grade 6 New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2006-2010

Publisher: measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	94	97	96	94	93
Advanced Proficient	21	69	32	15	19
Number of students tested	53	39	53	52	43
Percent of total students tested	100	95	93	95	98
Number of students alternatively assessed	0	1	2	2	0
Percent of students alternatively assessed	0	2	4	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	85	93		100	
Advanced Proficient	8	60		41	
Number of students tested	13	15		17	
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	92	89	93		
Advanced Proficient	19	33	29		
Number of students tested	26	17	28		
4. Special Education Students					
Proficient	100				
Advanced Proficient	46				
Number of students tested	11				
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES: In 2008-2009 the assessment was revised and made more challenging. The proficiency standard was also raised. No data could be located indicating the breakdown of proficiency rate the different ethnicities for 2006 or 2007.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NJ ASK 6

Edition/Publication Year: 2006-2010 Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	83	97	74	94	98
Advanced Proficient	0	36	6	15	29
Number of students tested	53	39	54	52	42
Percent of total students tested	100	95	95	95	95
Number of students alternatively assessed	0	0	2	2	0
Percent of students alternatively assessed	0	0	4	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	77	93		94	
Advanced Proficient	0	47		6	
Number of students tested	13	15		16	
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient	88	88	71		
Advanced Proficient	0	29	4		
Number of students tested	26	17	28		
4. Special Education Students					
Proficient	73			90	
Advanced Proficient	0			0	
Number of students tested	11			10	
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient					
Advanced Proficient					
Number of students tested					
NOTES: In 2007-2008, the assessment was revised and made more challenging. The proficiency standard was also raised. No data was located reporting the scoring breakdown of the different ethnic groups for 2006 or 2007.					

11NJ8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	97	92	97	97	97
Advanced Proficient	44	56	42	35	47
Number of students tested	196	190	189	186	179
Percent of total students tested	94	94	94	96	96
Number of students alternatively assessed	11	10	6	6	5
Percent of students alternatively assessed	5	5	3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	95	88	93	98	95
Advanced Proficient	42	49	33	44	55
Number of students tested	57	76	42	55	64
2. African American Students					
Proficient	100	100	100		
Advanced Proficient	44	50	18		
Number of students tested	18	12	11		
3. Hispanic or Latino Students					
Proficient	97	90	97	93	97
Advanced Proficient	45	40	35	39	63
Number of students tested	85	90	92	41	35
4. Special Education Students					
Proficient	95	100	91	100	89
Advanced Proficient	64	50	32	29	28
Number of students tested	22	22	22	24	18
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	100	94	100		100
Advanced Proficient	50	65	65		69
Number of students tested	14	17	17		13
NOTES: In 2006 and 2007 no data could be found for grades 5 and 6 regarding ethnicity. It is believed the state did not report it.					

11NJ8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	82	85	85	98	97
Advanced Proficient	4	18	6	16	11
Number of students tested	196	190	189	186	176
Percent of total students tested	94	94	94	96	97
Number of students alternatively assessed	11	9	6	6	5
Percent of students alternatively assessed	5	4	3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	76	82	85	98	94
Advanced Proficient	2	16	0	13	8
Number of students tested	58	74	41	54	63
2. African American Students					
Proficient	61	83	81		
Advanced Proficient	11	0	9		
Number of students tested	18	12	11		
3. Hispanic or Latino Students					
Proficient	81	84	84	100	100
Advanced Proficient	1	15	2	15	3
Number of students tested	101	91	92	41	35
4. Special Education Students					
Proficient	77	87	57	96	94
Advanced Proficient	5	10	0	4	0
Number of students tested	22	23	23	25	17
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested					
6. Asian					
Proficient	93	94	100		91
Advanced Proficient	0	35	17		18
Number of students tested	14	17	18		11
NOTES: In 2006-2007 ethnicity data is not available for 5th and 6th grades.					

11NJ8